**Unit Plan**

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| **Department:** | | **World Languages** | |
| **Course:** | | **Spanish 2 Native Speakers** | |
| **Theme:** | | **Beauty and Exploration** | |
| **Topic:** | | **Art, Music, Dance, and Travel The Art of Travel** | |
| **Learning Scenario** | | Students will be able to differentiate between different art movements and dance genres. Students will examine elements of travel and culture of other Spanish-speaking countries. Students will compare tourism and travel among Spanish speaking countries. | |
| **Standard(s):** | | Goal 29 | |
| **Desired Results** | | | |
| **Understandings** | | * Other countries have desirable draws for tourism. * Self-expression is universal and reflects culture. * Music, art, and dance are categorized into genres based on specific characteristics. | |
| **Essential Questions** | | * How does one express himself/herself? * What does the world have to offer to me? * Why is Cubism called Cubism? Etc. * Why is tourism important? | |
| **Skills / Functions**  what students will know and be able to do | | | **Knowledge**  what students will need in terms of vocabulary and structures to demonstrate their knowledge |
| Identify, describe, and apply characteristics of various genres of art, music, and dance. | | | Movement terminology  Art and dance terms |
| Distinguish between famous artists and their movements. | | | Names of famous artists and paintings |
| Assess personal self-expression. | | | Present tense |
| Explain what there is to see and do in a foreign country. | | | Touristic attractions  Travel vocabulary |
| Formulate an understanding of the impact of tourism on the global economy. | | | Economic vocabulary  Tourism statistics |
| Compare common courtesies and cultural practices. | | | Colloquialisms  Mannerisms |
| **Assessment Evidence** | | | |
| **Performance Task Summary**  **(Integrated Performance Assessment)** | | | |
| Interpretive | Complete a graphic organizer about famous artists. This is just one aspect of your unit. | | |
| Interpersonal | Compare and contrast your trip to the travel experiences of your group within a conversation. What trip? Are you providing visuals to create a trip? | | |
| Presentational | Prepare a poster or brochure about a Spanish-speaking country of interest. | | |
| **Formative Assessments** | | | **Other Summative Assessments** |
| * Identifying art and dance * Self-expression journal * Travel log (preterit/colloquialisms) * Reinterpret a picture in cubist or surrealist style Why just these 2? * Analyze a song * Analyze a painting * Tourism debate | | | * Travel expo |
| Learning Activities | | | |
| * Graphic organizer for notes on art and dance. * Quick draw cubism. * Video on Spain * Reading on Botero/Tamayo * Top 10 colloquialisms for the week. * Conversation with partner on plans for travel | | | |
| Resources | | | |
| Avancemos 3 heritage learners p. 20  Avancemos 3 heritage learners p. 22  Video España es todo bajo el sol  Art binder (Valex)  Youtube video on Rufino Tamayo  PPt on Botero  Videos on dance  Tourism reading?  Readings on Tamayo and Botero  Dance reading (from Nuevas vistas –Rachel)  Readings ch 10: El arte en el mundo hispano p. 266-277, Las artes plásticas y la música p. 278-283  Pretérito ejecicio sobre un concierto de Enrique Iglesias p. 286  Canción: Todo Cambio por Camila (Zachary Jones 2008) What song would they bring in if you gave them a choice? | | | |

General Thoughts

Why are you combining Travel and Art? It seems that each could be it’s own unit.

If opt for 2 units, you would be able to go more in depth for each. That would allow students to build increase confidence with the vocab and structures. It would also allow students to “personalize” each unit for their interests. You might do Spain and Cubism, but they might select a different country, a different art style.

This may mean that you are splitting textbook chapters, but it can make sense to do so.

The “art” unit could easily be expanded to include more artists, US/Hispanic, etc. I think you have a major mural project in Chicago. I can’t remember the name of the artist. I would certainly expect students to self-express. Learning about specific aspects of culture is important, but it’s even more important that they can self-express in increasingly complex ways.